

Research on Precision Cultivation of Vocational College English Teaching by Integrating Course Ideology and Intelligence-empowered ways

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ABSTRACT

On May 28, 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", emphasizing the need to "deeply explore ideological and political elements in the curriculum, organically integrate them into curriculum teaching, achieve a silent educational effect, and subtly strengthen students' ideals and beliefs." Intelligent education methods represented by artificial intelligence technology provide a new breakthrough path for carrying out precise teaching, building intelligent learning networks, and solving the dilemma of "time-consuming and ineffective" foreign language learning, giving birth to a new revolution in foreign language teaching. The "2021 Curriculum Standards for Higher Vocational Education Specialized English" clearly states that it is necessary to use English as an international common language to cultivate students' broad international perspectives, ensure effective participation in international affairs and competition, and integrate English teaching into the vocational education professional talent training system as an inevitable choice. However, the teaching content of public English in vocational colleges lacks the support of professional subject content, and is detached from the real learning context and actual work needs of students, resulting in low learning interest and superficial learning. Therefore, integrating ideological and political elements into the entire process of college English teaching, fully leveraging the unique advantages of information technologies such as big data and artificial intelligence in the new era of education, and building intelligent education with artificial intelligence characteristics has become a new demand and direction for higher foreign language education in China.

KEYWORDS

Course ideology; intelligence-empowered ways; precision cultivation

1 Introduction

With the rapid development of education, English teaching in vocational colleges needs to keep up with the times. The purpose of course ideological and political education is to solve the "island" dilemma of ideological and political education for college students, to address the actual "two skin" phenomenon between ideological and political theory courses and other courses, to develop and utilize ideological and political education resources of related courses, and to fully utilize the ideological and political education function contained in all courses. The intelligent education methods represented by artificial intelligence technology provide a new breakthrough path for carrying out precise teaching, building intelligent learning networks, and solving the dilemma of "time-consuming and ineffective" foreign language learning, giving birth to a new revolution in

foreign language teaching. The aim of this study is to explore a precise training model for college English that integrates ideological and political education with intellectual empowerment. Teaching reform and innovative exploration will be carried out from the perspectives of improving students' comprehensive quality, enhancing cultural confidence, and meeting social needs, in order to enhance the quality of talent cultivation and better adapt to social demands.

2 The necessity of precision cultivation of vocational college English teaching

The Guiding Outline for the Construction of Ideological and Political Education in Higher Education Curriculum issued by the Ministry of Education clearly states that in order to implement the fundamental task of cultivating morality and talents, it is necessary to integrate value shaping, knowledge imparting, and ability cultivation. Through the integration of ideological and political education into English teaching, value guidance can be incorporated to help students shape correct worldviews, outlooks on life, and values. The construction of college English smart classrooms from the perspective of ideological and political education in the curriculum requires strengthening the construction of the teacher team, promoting teaching mode reform, refining teaching content, guided by values, and using a combination of online and offline teaching modes.

Intelligent empowerment can build intelligent and efficient new classroom teaching mode through information means, such as the "Internet plus" thinking mode and new generation information technology such as the Internet of Things, cloud computing, big data, artificial intelligence, etc. The requirements for talents in the era of globalization are not limited to language skills, but also emphasize cross-cultural communication, critical thinking, and innovative ability. By integrating ideological and political education into English courses, students can better understand and respond to the challenges brought by globalization, and improve their cross-cultural communication skills.

Integrating ideological and political education into English curriculum can help guide students to establish correct worldviews, outlooks on life, values, and cultivate specialized talents with socialist core values. In summary, the necessity of curriculum ideological and intellectual empowerment in English teaching lies in its ability to enhance the depth and breadth of teaching, cultivate students' comprehensive qualities, adapt to the needs of the globalization era, and precisely cultivate talents with socialist core values.

3 Analysis on the teaching status of precision cultivation under course ideology and intelligence-empowered ways

The integration of ideological and political education into current English teaching has attracted widespread attention. Some teachers are consciously exploring the ideological and political elements in English textbooks, such as comparing Western culture with Chinese culture to enhance students' cultural confidence. However, there are still shortcomings, as some teachers do not have a deep understanding of the connotation of ideological and political education, resulting in a rigid integration. Moreover, there are significant differences in the implementation of ideological and political education in different regions and schools, and there is a lack of unified standards and guidance. With the development of technology, smart education platforms are gradually being applied in English teaching. Many schools use big data to analyze students' learning data, such as vocabulary mastery and reading ability, to adjust teaching content and progress based on this, achieving a certain degree of precision training. However, the application of technology also faces problems. Firstly, some schools have limited funds and cannot fully equip themselves with smart

teaching equipment; Secondly, some teachers lack the corresponding technical operation ability and cannot fully utilize the functions of the smart platform, resulting in a significant reduction in the effectiveness of precision training. At the same time, data security and privacy protection issues also pose challenges to empowering English teaching with intelligence.

3.1 Teachers lack the ability to apply ideological and political education and smart educational technology in the curriculum

It mainly reflected in the following aspects. The integration of ideological and political elements is rigid: Some teachers simply insert ideological and political discourse into their professional knowledge teaching, and cannot naturally integrate ideological and political elements into the curriculum content. For example, when explaining English vocabulary, forcibly adding expressions of patriotic ideas appears very uncoordinated. Insufficient depth of ideological and political education: The exploration of ideological and political education is relatively shallow, only staying at the surface level of value transmission. If we talk about unit themes, we only briefly mention the ideological and political elements included, without delving into the deeper ideological and political connotations.

In terms of the application of smart education technology: unskilled technical operation: unable to master some smart education tools well, such as some functions of online teaching platforms and the use of educational software. For example, some teachers do not know how to use the interactive whiteboard function during live teaching, which affects the effectiveness of teaching interaction. The teaching method has not been optimized: although smart educational technology is used, traditional teaching methods are still used without truly leveraging the advantages of technology. For example, simply transferring offline lecture content to online teaching platforms without utilizing the platform's data analysis to understand students' learning situation and adjust teaching. Poor integration of technology and teaching content: It is difficult to organically integrate smart education technology and teaching content, resulting in the phenomenon of "two skins" of technology and content. For example, when using multimedia resources, the content of the resources is not closely related to the course focus, which cannot effectively assist students in understanding knowledge.

3.2 Integration and optimization of smart education resources

Firstly, the quality of resources varies greatly. In terms of content, some smart education resources have issues such as errors, obsolescence, and incompleteness. Some online course resources have inaccurate explanations of knowledge points or do not match the current teaching syllabus and exam requirements; The functional design of some educational software is unreasonable, the operation is complex, and it is difficult to meet the learning needs of students. In addition, some smart educational resources lack innovation in their content, which fails to stimulate students' interest and enthusiasm for learning. In terms of technical standards: due to the lack of unified technical standards and specifications, there are differences in the format, compatibility, and interactivity of smart education resources developed by different educational institutions and enterprises, which makes it difficult to share and integrate resources among them. For example, some schools purchase electronic textbooks that can only be used on specific devices or software and cannot be integrated with other teaching resources, which affects teaching effectiveness.

Secondly, there is a lack of effective integration platforms: the platform functions are incomplete: the existing smart education resource integration platforms still have some shortcomings in terms of functionality, such as weak resource search functions, making it difficult to quickly and accurately

find the required resources; the lack of detailed classification of resources leads to confusion for users when browsing and selecting resources; the resource recommendation is not accurate and cannot recommend suitable resources based on the user's learning needs and interests. Lack of interconnectivity between platforms: currently, schools, educational institutions, and enterprises are building their own smart education platforms, but these platforms lack interconnectivity, forming "information islands". When users switch between different platforms, they need to register and log in repeatedly, which wastes a lot of time and energy; Meanwhile, the inability to share data between platforms also affects the integration and optimization of smart education resources.

Thirdly, teachers' information technology literacy is insufficient: In terms of application ability, some teachers are not proficient enough in the use and technical mastery of smart educational resources, and cannot fully leverage the advantages of smart educational resources. For example, some teachers are not familiar with the operation functions of online teaching platforms, which leads to technical failures in the teaching process and affects the teaching progress and effectiveness; Some teachers lack design ability when making multimedia courseware, with monotonous content and single form, which cannot attract students' attention. In terms of conceptual awareness, some teachers have a biased understanding of smart education, believing that smart education is simply using information technology for teaching, ignoring the essence of smart education, which is to cultivate students' innovative thinking and practical abilities. Some teachers still have resistance to new technologies and methods, unwilling to try and use smart education resources, and still use traditional teaching methods, which affects the promotion and application of smart education.

Fourthly, data security and privacy protection issues: in terms of data security, the integration and optimization of smart education resources involve a large amount of sensitive information such as student personal information and learning data, which poses security risks such as hacker attacks, theft, and tampering during transmission, storage, and use. In terms of privacy protection: During the use of smart educational resources, students' learning behavior, interests and hobbies, and other privacy information may be collected and analyzed. If this information is improperly used or leaked, it will cause a violation of students' personal privacy.

Fifthly, scientific evaluation systems are not enough. Currently, the evaluation of smart education resources mainly relies on indicators such as user satisfaction and click rate, lacking a scientific and comprehensive evaluation system. This evaluation method is difficult to accurately reflect the quality and effectiveness of smart education resources, and cannot provide strong basis for the integration and optimization of resources. Evaluation of teaching effectiveness: In the smart education model, how to scientifically and accurately evaluate students' learning outcomes is also a challenge. Traditional evaluation methods such as exams and assignments are no longer suitable for the needs of smart education. It is necessary to explore new evaluation methods and means, such as learning analysis based on big data and process evaluation, to comprehensively and objectively evaluate students' learning outcomes.

4 The solution to precision cultivation of vocational college English teaching by integrating course ideology and intelligence-empowered ways

In the process of English teaching, vocational college English teachers should naturally combine ideological and political content with English knowledge, not rigidly preach, and fully explore ideological and political points to enhance students' ideological and political awareness. In addition, teachers should utilize smart teaching platforms to integrate rich English learning resources and be able to update them in a timely manner, allowing students to access the most vivid language

materials.

4.1 Thoroughly analyze and explore the concept and core elements of ideological and political education in the curriculum; fully incorporate smart educational technologies such as big data, artificial intelligence, and virtual reality into teaching

The teachers should utilize smart education platforms to collect and analyze students' learning data, including English proficiency, study habits, ideological and political literacy, etc. Based on the results of learning situation analysis, personalized teaching methods, such as the selection of teaching content, the application of teaching methods, and the penetration of ideological and political education, ought to be developed to fully meet students' different learning needs and achieve precise training goals. The goal of integrating ideological and political elements into English teaching in vocational colleges should be clarified, such as cultivating students' cultural confidence and national pride in cross-cultural communication awareness. At the same time, combined with the concept of intelligent empowerment, a plan is set to use intelligent technology to accurately evaluate the achievement of these goals by students. For example, in addition to requiring students to master basic English listening, speaking, reading, and writing skills, incorporating the ideological and political goal of comparing Western culture with Chinese culture and enhancing their sense of identity with local culture. Utilize smart teaching platforms to record students' performance in cultural comparison discussions for precise evaluation.

4.2 Strengthen teacher training, enhance teachers' curriculum ideological and political awareness, and improve their ability to apply smart educational technology

Schools can organize regular ideological and political training courses and invite experts to explain how to explore ideological and political elements. Teachers themselves can also strengthen their learning by reading books and literature related to ideological and political education, exchanging and sharing with other experienced teachers, and broadening their ideas on ideological and political education. For the application of smart education technology, specialized technical training workshops can be conducted to familiarize teachers with various smart education tools, such as online teaching platforms, teaching software, etc. Encourage teachers to constantly try new technologies in teaching practice, accumulate experience in the process of experimentation, and improve their application abilities.

4.3 Establish a high-quality intelligent education resource sharing platform to promote the integration and optimization of resources

Firstly, the planning and design phase. Clear goals and positioning: Determine whether the platform is aimed at internal schools, regional education systems, or broader social groups.

Secondly, in terms of resource integration. Multi-party cooperation to collect resources: Collaborate with schools, educational institutions, and publishing houses to integrate various high-quality educational resources, including but not limited to lesson plans, courseware, teaching cases, test questions, etc. Establish resource standards: Develop unified resource formats and quality standards to facilitate the screening, classification, and integration of resources. For example, setting the resolution and duration range of instructional videos.

Thirdly, in terms of platform construction. Choose the appropriate technical architecture: Based on the expected user size and functional requirements of the platform, select stable servers, storage devices, and network architecture to ensure efficient processing of large amounts of resource

transmission and user access. Development functional module: Design resource upload, download, search, online preview, evaluation feedback and other functions. For example, setting up precise resource search engines to enable users to quickly find the resources they need.

Finally, in terms of operational management. Various online learning system should establish a resource review mechanism, such as, establishing a professional team to review the quality, copyright, and other aspects of uploaded resources to ensure that they are of high quality and legal, motivating user participation, regularly updating resources and optimizing platform functions and resource content based on user feedback.

4.4 Strengthen curriculum design research to naturally integrate ideological and political elements into the English teaching process

In the teaching process, the teachers should flexibly apply smart educational technology to implement interactive teaching that integrates curriculum ideology and politics, and record students' learning performance. Besides, schools should establish a diversified evaluation system to comprehensively assess students' English language proficiency and ideological and political literacy development, and achieve timely and accurate evaluation through intelligent evaluation tools. And they are supposed to explore ideological and political materials in vocational college English textbooks and supplement relevant resources through smart platforms.

If there is content about Western festivals in the textbook, teachers can add English introduction videos, articles, and other materials about traditional Chinese festivals in the smart teaching system to form comparative learning content between Chinese and Western cultures. Teachers also have to digitize the content of textbooks and use intelligent empowerment methods to accurately deliver ideological and political content to students at different learning stages and abilities.

For example, for students with weaker foundations, simple ideological and political English phrases and sentences should be recommended for learning, such as example sentences containing vocabulary related to patriotism; and in-depth cultural comparison articles for students with a solid foundation should be provided. A blended online and offline teaching mode also should be applied, such as the online use of smart teaching platforms to carry out English learning activities with ideological and political themes. At the same time, precise recording of students' focus points, reaction time, and other data in the scene through technological means is used for subsequent accurate analysis and training.

Teachers should build a diversified evaluation system, incorporating evaluation indicators from the ideological and political dimensions in addition to the traditional assessment of English knowledge and skills. Collect data on students' ideological and political literacy reflected in classroom interaction, homework completion, and other processes through a smart teaching platform. By utilizing big data analysis technology, accurate portraits of students are created based on their learning trajectories, interactions, and other data, providing personalized learning advice and ideological and political education paths for each student.

5 Conclusion

This study combines the ideological and political objectives of the curriculum with the English language proficiency training objectives under the empowerment of wisdom, forming a multi-level and comprehensive training objective system. Besides, the study innovatively integrates ideological and political education with intelligent empowerment in vocational college English teaching, forming a complete and operable precision training model, breaking the limitations of traditional

English teaching that focuses solely on language skills development, achieving the coordinated development of language learning and ideological and political education, and providing new ideas for the reform of vocational English teaching.

In future English teaching, teacher training and discussion activities should be continuously carried out to enhance teachers' ability to integrate teaching and ensure the more effective implementation of ideological and intellectual empowerment in vocational college English teaching. Teacher also should attach more importance to continuously focusing on the development of intelligent empowerment technology, actively introducing more advanced and stable technological means, continuously optimizing the precision training mode, and providing better guarantees for the precision training of vocational college students.

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